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ABSTRACT

Consisting of two units on health and safety, the trainer's guide provides suggested activities and methods of acquiring performance objectives in each unit; sample workshop schedules for 6-hour training sessions for small, average, and large groups; suggestions for organizing and using discussion groups; an annotated reference list; and support materials (i.e., training activities, sample forms for general maintenance inspection checklist, driver's daily report, camp health record, workshop evaluation, and sample budget). Performance objectives to be met in the health unit include: knowledge of physical and emotional needs of campers and staff and various methods of fulfilling those needs; identification of licenses, certificates of operation, insurance, and/or records required to meet state and local health standards; identification of sources of information for employment requirements of camp health personnel, appropriate camp health center facilities, and health center equipment and supplies; and development of a plan for health care operation with policies and procedures. Performance objectives for the safety unit are: to identify all licenses required for operation of camp according to state and/or local status and certificates of operation, insurance and/or records required for safe operation of camp; and to develop an inspection checklist, methods to eliminate or avoid risks and hazards by specifying written procedures. (ERB)

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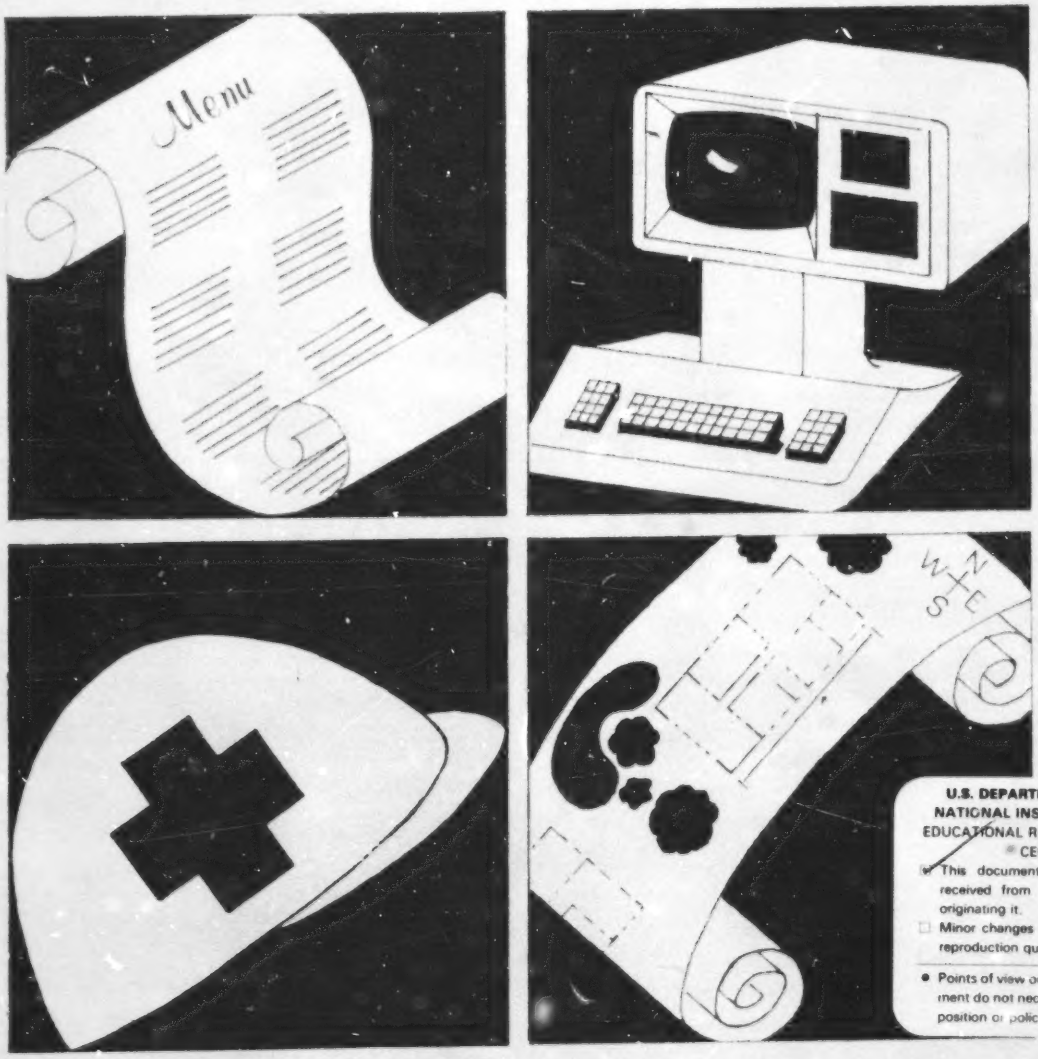

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Trainer Guide:
Health and Safety Managerial

Dr. Elizabeth Farley, Editor

Camp Administration Series

Sue Stein, Editor

Project STRETCH
The American Camping Association
Martinsville, Indiana

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Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Officer**,
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is one of several volumes that will insure "Better Camping for All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic recreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a special thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

Project Officer

William Hillman, Jr., Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services

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Introduction

Why Has Managerial Training Become a Part of the Camp Director Education Program?

Operating a camp is big business. It is estimated that there are between 9,000 and 10,000 camps in the United States. These, in turn, account for two billion dollars in annual transactions.

In terms of facilities, camps account for three and one-half billion dollars in property value, 10,000 miles of shoreline, and 2,500,000 acres of land. They employ 375,000 staff annually to help them service 9,000,000 campers.

Camp management requires directors who are competent in management systems. Management of a camp involves more than planning the program, hiring staff, and finding someone to do the maintenance; it involves the ability to design, operate, and continually revise a variety of support systems.

Recognizing the need for directors to have competence in management of support systems, the American Camping Association included four managerial topics as part of the ACA camp director education curriculum in the late seventies. These four managerial areas are:

Food Service	Health and Safety
Business and Finance	Site and Facilities

All managerial workshops should be organized to help camp directors analyze and establish the managerial support systems which are consistent with and supportive of the camp philosophy, goals, and objectives. To meet this general goal, each managerial workshop should address:

a. Basic principles and concepts of the management area.
b. Accepted techniques and innovations in the selected area (or field).
c. Interrelationships of the support system to the camp goals, program, and other service areas.
d. Government regulations and sources of information.

Managerial workshops must be at least one full day of training (six hours) on each topic if the managerial is to be counted toward the ACA Camp Director Certification Program. A workshop may be longer if the managerial coordinator deems necessary. Some sponsors have found it more satisfactory to have three or four one-day workshops on a particular managerial topic over a period of several years.

Why Address the Needs of Special Populations, Such as the Handicapped, in Camp Director Education Programs?

According to reports by the Office of Special Education and Rehabilitative Services (OSE&RS), approximately 12 percent of the country's population has some kind of handicap. OSE&RS estimates there are eight million handicapped children in the United States.

Historically, the Handicapped have been denied the same level of opportunity and service provided to the nonhandicapped. During recent years, equal opportunities have been growing. This awareness has been translated into a number of federal and state laws which are intended to assure that the rights of the handicapped are protected. These laws have ramifications for many fields, including camps. The ramifications of these laws are especially important for those camps receiving government funding. Moreover, the concept of equal opportunity for the handicapped has implications for all camps.

Among human services professions, there is a widening recognition and acceptance of the significant role that a camping experience (either mainstreaming programs or special populations camps) can play in the lives of handicapped children. (Gibson, Peter M. "Therapeutic Aspects of Wilderness Programs." *Therapeutic Recreation Journal* Second Quarter, 1979.) However, not all camp directors are aware of the value, nor do they have a positive attitude toward the handicapped.

The attitude of the camp director toward the handicapped will be the most important single force in determining whether or not his/her camp will offer opportunities for campers with special needs. It is, therefore, imperative that training at managerials expose camp directors to characteristics and needs of special populations and their implications for camping experiences. Strategies camps can use, and are using to service all special audiences including the handicapped, should be examined.

What Is Your Role as the Managerial Coordinator?

There are basically four functions necessary for the completion of any training event. These are: planning, promoting, implementing and evaluating.

Depending on the qualifications and time of the Section Education Chairperson, he/she may elect to serve as the managerial coordinator or select someone else to handle part or all of the managerial coordinator's responsibilities.

The following list has been developed to help you, the Managerial Coordinator, develop and implement a managerial workshop:

1. Determine the needs and interests of the potential workshop participants.
2. Contact your ACA Regional Education Coordinator for suggestions for resource people and ideas.
3. Arrange for a workshop meeting place and establish fees to cover all expenses of the event, including any resources or books to be distributed to participants. Budgets should be approved by the Section with the Section Treasurer handling all registrations and monies. (See sample in Appendix A.)
4. Organize an advisory committee to help determine schedule and organize the managerial workshop content.
5. Select and orient any special resource persons or trainers to be used to the managerial goals and process.

Promotion may include these two important steps:

1. Prepare a brochure on promotion material and distribute it.
2. Share managerial dates with other Sections, colleges, and the National ACA office.

To implement your managerial, consider these points:

1. Determine what will be required for satisfactory completion of the managerial by participants.
2. The style of the managerial is up to the coordinator. As part of the process, the coordinator may wish to consider how the following items can be handled to facilitate the style selected:

Participant groupings	Pre and post assignments
Opening and closing sessions	Sharing of participants' resources and concerns
Process for evaluation (workshop and participants)	Printed materials/references to be used
Meals and breaks	

3. Prepare the final agenda and check on all resources.
4. Hold the workshop.

Evaluation is critical. These steps will help you organize your evaluation:

1. Distribute, collect, and summarize managerial evaluation forms completed by participants at the end of workshop. (See form in Appendix C.)
2. Complete the evaluation summary regarding which participants have satisfactorily completed the workshop. As an option, you may order certificates for those who have successfully completed the training. Certificates are available from ACA publications or Sections may design their own certificates.
3. Complete the Managerial Workshop Report Form as found in Appendix B, and attach the following:
   a. Summary of the managerial evaluation forms.
   b. Criteria used for determining satisfactory completion of the managerial and list of who completed the managerial satisfactorily.
   c. List or copies of resources used (AV materials, books, handouts, promotional materials.)
   d. Agenda/Schedule.
   e. Recommendations to improve the managerial.

Send one copy to National ACA office, to your Regional Education Coordinator, and to the local Section board.

How Important Is the Evaluation Component?

Evaluation should be carried out at the conclusion of each managerial to determine which portions need to be improved, to compare your managerial with others, and to maintain quality control of American Camping Association's professional education programs which are used for certification or recertification purposes.

Evaluation of the training may be carried out in several ways. Some prefer a written evaluation questionnaire. Others prefer a group discussion to evaluate an event. A few have used sub-groups or outside evaluators to observe the entire training and present a summary to the group at the closing session.

How the data for the workshop evaluation will be collected is the responsibility of the coordinator. However, it is necessary to collect information and report it to national and regional coordinators. This enables them to do comparisons of managerials and share results with other Sections. The evaluation should answer the following questions:

1. Did the managerial meet its goals?
2. Were the needs of the participants met?
3. Was the content and format appropriate?
4. Were the resource leaders and materials helpful?
5. What were the strengths and weaknesses of the training?
6. How can it be improved next time?

A questionnaire that may be used for a written evaluation by participants is included in Appendix C.

Evaluation of participants is just as important as evaluation of the workshop itself. Since managerial workshops may be used to complete one of the prerequisites for ACA Camp Director Certification or counted for recertification credit, it is important to determine whether or not the participant satisfactorily completed the managerial workshop. This means the workshop coordinator needs to set the criteria for satisfactory completion by a participant; notify participants of the criteria; and report to the Section coordinator, regional coordinator, and National ACA office the names of those who have satisfactorily completed the managerial.

In the Managerial Guide that follows, both a list of desired learning outcomes and suggested methods for participant assessment are included. It is required that an evaluation method(s) be incorporated as part of all managerials. However, the coordinator is not limited to those contained herein. These are merely to be used as a starting point.

How Can I Use the Remainder of this Trainer's Guide in Planning My Own Managerial Workshop?

The following material is one managerial coordinator's ideas on how to cover the ACA Core Curriculum performance. It makes up the bulk of this guide. The writer has included many more objectives and activities than you can possibly cover in a six hour period. This has been done to give you many ideas to choose from and to hopefully make your task easier.

What Should be Included in an ACA Health and Safety Managerial?

The following are the ACA objectives for a managerial on health and safety. At the completion of the managerial, each participant should be able to analyze the director's role in establishing and supervising the health and safety systems in his/her camp. Specific objectives include:

1. Knowledge of the varying physical and emotional health needs of campers and staff.
2. Knowledge of and ability to identify (a) resources for securing appropriate federal, state, and local laws, and (b) ACA Standards related to health service.
3. Ability to identify/formulate objectives for an on-going comprehensive health program.
4. Knowledge of various systems and ability to analyze those systems in terms of the comprehensiveness of the health program provided.
5. Ability to identify/formulate objectives for a comprehensive safety program.
6. Knowledge of various systems and ability to analyze those systems in terms of the comprehensiveness of the safety/prevention program.

These are the suggested topics for workshop content:

—Overview of health and safety education and staff orientation
—Motorized vehicle safety for campers and staff
—Procedures for dining hall sanitation
—Precautionary steps for safety using occupational tools or inflammable materials
—Purposes of and procedures observed by campers and staff
—Measures taken to accommodate handicapped persons
—Emergency procedures observed by campers and staff
—Supervisory duties of health personnel
—Communication with campers, staff and parents regarding health matters
—Director's relationship with health supervisor
—Staff selection for activity areas with particular safety hazards
—Liability and health and accident procedures
—Director's responsibility in health and safety of total camp experience
—Identification of activity areas with safety hazards
—Guidance and standards related to state and federal regulations
—Personnel practices for health supervisor

A suggested resource team might include:

—Camp nurse/doctor
—State health department personnel
—Insurance personnel
—Psychologist/psychiatrist
—Physician
—State legislative representative
—Section legislation chairperson
—Experienced camp director

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Managerial Trainer Guide

Jean Folkearth
Former Camp Director

The camp director is responsible for the health and safety of everyone at camp. Training personnel in proper health and safety procedures and being constantly aware of health and safety needs of campers and staff are the camp director's responsibility. In order to insure proper health care and safety precautions, specific policies and procedures must be established.

The trainer is expected to give guidance to new camp directors, providing them with assistance in establishing health care and safety policies and procedures. Also, the trainer is expected to suggest resources which will provide the new director with correct and complete references for future use. For the experienced camp director, the trainer will facilitate the training process by reviewing the materials the camp director has already developed and suggesting ways to improve or expand them. In addition, the trainer will provide opportunities for new and experienced camp directors to exchange ideas, solve health and safety problems, and add to their knowledge of camp health and safety.

This managerial training program has two units—one on health and one on safety. An outline for the managerial follows. Also included are the objectives for the managerial which have been written in performance terms, and suggested activities and methods of evaluating each of the objectives. In addition, sample workshop schedules are included to illustrate how the material can be logically organized into a six-hour training session for small, average, and large groups. Suggestions for organizing and using discussion groups have been included. Finally, an annotated reference list and support materials are provided for your convenience.

Performance Objectives

The objectives presented in this section were developed from the ACA-approved objectives for this managerial. The author has reorganized the objectives and added objectives to provide more specific information and detail. As a trainer, you can do the same thing as long as you use the ACA-approved objectives as your sole guideline.

Health

1. Knowledge of physical needs of campers and various methods of fulfilling those physical needs. If your camp will serve any handicapped individuals, be sure to include their special physical needs.
2. Knowledge of emotional needs of campers and various methods of fulfilling those needs.
3. Knowledge of physical and emotional needs of staff and various methods of fulfilling those needs.
4. Ability to identify licenses, certificates of operation, insurance, and/or records required of your camp to meet state and local health standards.
5. Ability to identify a minimum of three ACA Standards that refer to required health standards. If your camp serves handicapped individuals, the ACA Standards identified must pertain to camps serving handicapped individuals.
6. Ability to identify two sources of information for each of the following:

   a. Employment requirements of camp health personnel
   b. Appropriate camp health center facilities
   c. Health center equipment and supplies

7. Ability to develop a plan for health care operation for your camp which includes the following areas:

   a. Precamp; i.e., campers and staff physicals, training, etc.
   b. Routine care
   c. Emergency
   d. Food service
   e. Program areas

8. Knowledge of the major reasons for developing health policies and procedures.
9. Knowledge of importance for maintaining three separate types of health record documentation.
10. Knowledge of special health care policies and procedures needed to serve handicapped campers.

Safety

11. Ability to identify all licenses required for operation of your camp according to state and/or local statutes.
12. Ability to identify certificates of operation, insurance and/or records required for the safe operation of a camp. If your camp serves handicapped individuals, a minimum of two of the above should pertain specifically to the operation of a camp for handicapped individuals.
13. Ability to develop an inspection checklist after reviewing at least two references concerning common risks and hazards in camps including consideration for both natural and man-made hazards. The checklist should identify a minimum of ten potential natural risks and hazards and ten potential man-made risks and hazards. If your camp serves handicapped individuals, a minimum of five of the risks and hazards identified should relate specifically to participation by handicapped individuals.
14. Ability to develop a method to eliminate or avoid risks and hazards by specifying written procedures for at least

two of the following. List additional considerations that must be given for handicapped campers.

a. Hazardous weather conditions
b. Fire
c. Hazardous geographical or topographical conditions
d. Contact with electrical, motorized, or mechanical equipment and vehicles
e. High risk activity programs

15. Given specific emergency situations such as fire, tornado, epidemic, etc., ability to identify the procedures that would be followed for:

a. Evacuation from affected area
b. Assembly to a safe, designated area
c. Procuring external assistance from medical authorities, police, fire stations, etc.

The procedures must identify specific responsibilities of various staff members and must list alternative procedures in case of blocked exits, downed power lines, non-ambulatory campers, etc. If your camp serves handicapped individuals, be sure your procedures reflect their specific needs.

16. Ability to develop clear cut, realistic emergency procedures for the following:

a. Lost or runaway campers
b. Fire
c. Epidemics
d. Severe weather
e. Death in camp
f. Off-camp emergencies
g. Medical emergencies

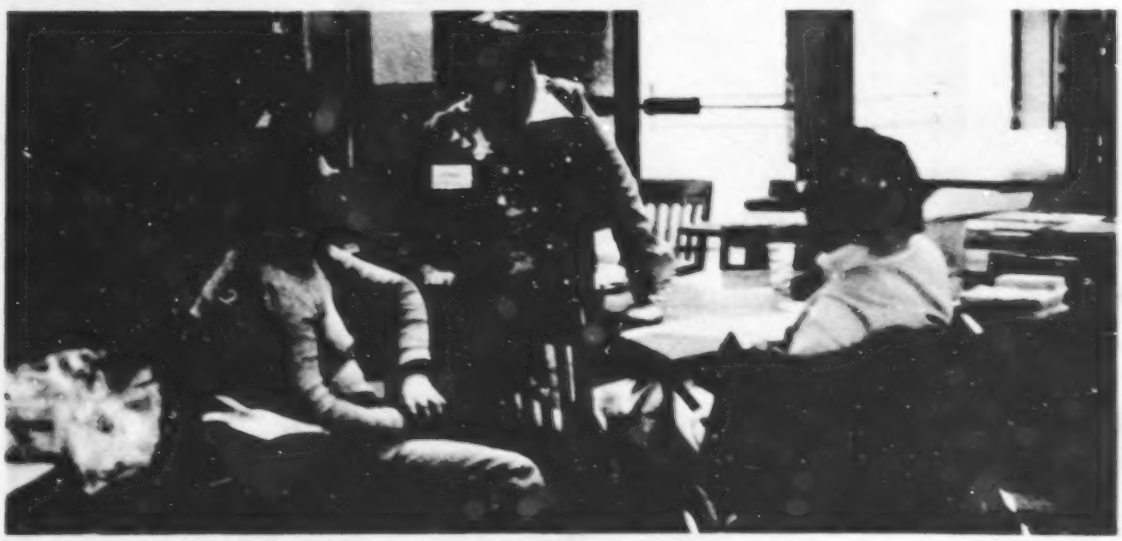
Again, if your camp serves handicapped individuals you must insure that your procedures reflect their special needs.

Managerial Outline

The following outline summarizes the topics and organizational structure of the managerial. It should be helpful to the trainer in reviewing and locating material, as well as restructuring and planning a current training program.

I. Health
  A. Camper and staff needs
    1. Physical needs
    2. Social and emotional needs
  B. Laws, licenses, and standards
    1. State and local laws
    2. Licenses and certificates
    3. ACA Standards
  C. Comprehensive health programs
    1. Health personnel
    2. Health-care operation
      a. Precamp
      b. Routine care
      c. Emergency
      d. Food service
  D. Health policies and procedures

II. Safety
  A. Laws, licenses, and standards
    1. Federal, state, and local
    2. Insurance
    3. ACA Standards
  B. Risks and hazards
    1. Man-made risks
    2. Natural risks and hazards
  C. On-going comprehensive safety program
    1. Written procedures for elimination or avoidance of risks due to:
      a. Weather conditions
      b. Fire
      c. Vehicle accidents
      d. Facility problems
      e. High risk program
    2. Emergency procedures for:
      a. Fire
      b. Medical attention
      c. Severe weather
      d. Off-camp emergencies
      e. Missing persons and runaways
      f. Death in camp



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Health Unit

OBJECTIVES	*TRAINING ACTIVITIES*	*TRAINING APPROACH*	*CONSIDERATIONS*	*ASSESSMENT*
1, 2, 3	Complete the Project REACH Self-Study Guide in this managerial.	Individual reading	Project REACH Self-Study Guide	Appropriate completion of units
1, 2	Have each participant make a list of five physical and three emotional needs of campers and methods of insuring those needs are met. Then, in small groups, discuss and compare the lists.	Small group discussion	Paper to write on	Share the results with all participants.
1, 2	Have each individual list the physical and emotional needs of their campers. Then, in a group, make a list of all physical and emotional needs of campers. Using a democratic process, determine the five most important physical needs and three most important emotional needs. Divide into small groups to discuss methods to insure meeting specific needs.	Large group consensus—Small group development of methods	Paper, blackboard, chalk	Completion of activity
1, 2	Have a panel discussion on physical and emotional needs, include a director, doctor, child psychologist, and any other person knowledgeable of children's needs.	Panel discussion	Resource people	After the panel discussion, have camp directors list five physical and three emotional needs and methods to insure they are met.
3	Have each individual list physical and emotional needs of staff. Divide into small groups and come to an agreement on five emotional and physical needs of staff, then develop methods for insuring those needs are met.	Individual—small group	Paper and pencil	Turn in all lists to trainer. Share groups' list of needs and methods of insuring that they are met with entire group.
4	Develop a resource file of agencies concerned with health licenses, insurance, and certificates needed to run a camp. Include the Department of Public Health, Board of Nursing, EPA., etc. For a state or regional group, invite representatives from various regulatory agencies to give a panel discussion concerning health regulations and various license needs.	Individual Panel presentation	 Panel members Paper and pencils	Bring to session and share with trainer and participants. Turn in to trainer. Make a list of licenses, records, certificates, your camp needs.
4, 5	Have a representative of ACA speak on camp health regulations regarding water supply, physical exams, sanitary needs, infirmary needs, etc.	Group lecture	Speaker	Following speaker, make a list of health-related problems at your camp. Have group members or trainer give possible solutions.
8, 11, 12	This activity can be used with both units. As a group develop a checklist of legal requirements, facility property inspections, and procedural manuals which are needed at camps. The checklist should include appropriate dates, references, updates, and other important information. Explain your checklist to other groups and use it when returning to your camp.	Experienced camp director	Newsprint and marker	Return completed checklist to trainer evaluating its usefulness and explaining how it helped you improve your camp's health and safety.
8	Have workshop participant obtain and read ACA Standards 10-13, 16, and 19.	Individual	ACA Standards	In writing, explain the importance of three of the Standards.

(Health Unit continued)

OBJECTIVES	*TRAINING ACTIVITIES*	*TRAINING APPROACH*	*CONSIDERATIONS*	*ASSESSMENT*
6, 7, 9	Write letters of inquiry regarding the following to: (1) Nursing requirements, employment potentials: state board of nursing, local hospital, nursing school, your personal physician (2) Health or facility requirements: National Easter Seal Society, and other camps serving the physically disabled, your local hospital.	Individual	A resource table with copies of assembled materials	Completion of activity, allow adequate time to browse.
6, 7, 9	Prior to arrival have workshop participants read "Guidelines for Camp Health Care." *Camping Magazine*. May 1980, Means, E. A. Have a panel presentation on total camp health care. Possible presentors could be a camp director, ACA representative, nurse, doctor, medical supply representative, etc. Have them discuss employment regulations and regulations on camp health care, health center equipment and supplies, documentation, etc.	Group	Panel members	After returning home, have camp directors return a plan for the health care operation of their camp.
8	Develop a checklist or form to be used in the implementation and supervision of health care policies in the following areas: a) maintenance of health care records b) medication accountability, dispensing c) living unit cleanliness d) vector control (rodents and insects) e) swimming areas f) consummable water supply g) waste disposal and sanitary facilities h) farm and domestic animal sanitation i) food service sanitation	Individual or small group	Example of checklists	Critique of the form and of their health care policies.
8	Have participants get copies of health care policies from three similiar camps. Write a brief paper comparing and contrasting policies. List any of your policies which you feel need to be revised and why.	Must be done prior to workshop or as a follow-up activity.	Health care policies	Turn in paper to trainer.
8	Have participants bring six to eight copies of their health policies with them. Break into groups of six to eight people and share policies with group members. Discuss major health concerns of their camps and methods of improving their policies.	Small group	Health care policies	Turn in revised policy to trainer.
9	Read *Handbook for Camp Nurses and Other Camp Health Workers* by Mary Lou Hamessley, and discuss health record documentation and its purpose with a nurse. Then write the purpose of the three types of documentation giving an example of each.	Individual	Resource person	Turn in paper to trainer.
9	Have experienced camp directors send copies of health supervision policies to you. Then, have participants critique one another's policies. You should return them to original camp director.	Experienced director	Copies of policies	Critique of someone else's health policies.
10	Have a knowledgeable person (camp director or a nurse from a camp serving handicapped people) speak with the group concerning health policies and procedures needed to adequately serve handicapped campers.	Presentation, question and answer	Ask speaker to bring handouts, film, or slides.	Small group discussion on special populations you serve and handicapped populations you feel you could serve.

Safety Unit

OBJECTIVES	*TRAINING ACTIVITIES*	*TRAINING APPROACH*	*CONSIDERATIONS*	*ASSESSMENT*
11, 12	Write to various regulating government agencies (local, state, and national) and obtain copies of their safety regulations or codes for camps and other pertinent aspects of the camp operations such as food services, transportation of people, etc. Based on these materials, make a checklist of licenses, regulations, health standards, or insurances which could apply to your camp. Then develop a checklist of when to apply for the licenses and when approval was achieved. The following list may provide a start of agencies which should be contacted: a) State and local health departments (public health) b) U.S. Dept. of Agriculture c) OSHA d) Department of Public Safety e) State Board of Nursing Ed/Registration f) Local Fire Department g) State Department of Employment Security		Addresses of regulating government agencies	Completion and checklist to trainer.
11, 12	Develop a packet of information and thorough explanation of the safety codes, regulations, and licenses needed to operate a camp in your state which a new camp director would need to know. Share it with a new director and get feedback regarding its usefulness. Make any necessary revisions and turn it in to your trainer for the trainer's comments.	Individual/experienced	None. Trainer should develop list as a resource person.	Turn in packet of information and feedback from inexperienced director regarding information's usefulness.
11, 12	Invite a representative of ACA to speak to participants on safety regulations and licenses needed in camps. The representative should also discuss records required to insure safe operations, types of insurance coverage, activity safety regulations needed, i.e., swimming pools, woodworking shops, maintenance equipment, etc. The representative should also identify any extra safety standards which might be important if handicapped individuals are involved in the programs.	Medium/large group lecture.	Knowledgeable ACA representative.	Attendance
13, 14	Read and discuss "Camp Security," "Safety in a Riding Program," or similar articles you can identify dealing with safety. Obtain topological and geological maps of your camp. On the maps, mark natural hazards, and then walk through your camp noting the marked areas and make a checklist of the hazards. Vist all areas in camps noting potential man-made risks and hazards. Make a list of those hazards and risks. Based on the list, develop procedures to increase safety consciousness around the potential hazards and methods of eliminating the hazards and risks. Bring the list and procedures to the workshop. In small groups discuss the procedures you developed and concerns you have.	Individual/pre-session and small group/in-session	Chappelow, T., "Camp Security," *Camping Magazine*, Sept./Oct. '77. "Safety in a Riding Program at your camp," *Journal of Christian Camping*, Nov./Dec. '79. Topological and Geological maps.	Turn in list, procedures, and group recommendations.
13, 14	Invite a group of physically handicapped individuals to talk with camp directors regarding physical barriers at camps. Ask them to give camp directors ideas/methods of eliminating these barriers simply and at low cost.	Panel discussion	Physically disabled individuals	
13, 14	Show the film: "Camping Facilities for the Handicapped." Following film, discuss methods of eliminating barriers at low costs.	Any group size	Film "Camping Facilities for the Handicapped." See ACA Publications Catalog.	Completion of activity

(Safety Unit continued)

OBJECTIVES	TRAINING ACTIVITIES	TRAINING APPROACH	CONSIDERATIONS	ASSESSMENT
13, 14	Read the two previously mentioned articles or others you identified. Have each participant make a list of potential man-made natural risks and hazards found at camps, and write general procedures for their elimination or risk reduction. Or, in a small group, develop a list of potential risks and hazards and methods for eliminating or reducing them.	Experienced Director/individual group	(See prior activities.)	Turn in first potential risks and hazards, then methods of eliminating, reducing risks and hazards.
13, 14	Following the development of checklists and procedures, discuss methods of training camp staff to become safety conscious and aware of potential risks to themselves and/or campers. Have experienced camp directors serve as panel members to discuss their methods of training safety conscious staff, problems, successes, etc.	Experienced director and inexperienced/any size group	Completed Safety Checklists and procedures	Turn in ideas for training staff to be safety conscious.
15, 16	From 5 other camps in the same region as your camp, collect emergency procedures which include: a) evacuation, b) assembly to safe designated area, and c) procuring external assistance. Compare those procedures with your own and incorporate appropriate procedures into your own plans. Bring completed materials with you to session. Draw a simplified map of camp, depicting emergency routes, assembly area, etc. In small groups discuss how and why you changed your procedures.	Individual/small group	Addresses of 5 other camps within region. Copies of procedures.	Turn in procedures and map to trainer.
15, 16	Have a panel of experienced camp directors discuss real emergencies which have occurred at their camp (fire, tornados, hurricanes, runaways, etc.). Have them discuss the emergency operations which were in existence at the time whether they worked or not, revisions which have since been made, etc.	Experienced camp directors' panel	Camp directors willing to relate experiences.	Completion of activity
16	Using the map and staff descriptions, have small groups establish procedures for fire, weather (tornado, hurricane), emergencies, death in camp, out-of-camp emergencies, etc. Have each group present their procedures and then distribute copies to all. Back at their own camp, C.D.'s should evaluate their own procedures and make revisions. Rationale for revisions should be sent to trainer.	Small group/individual	A camp map and staff description	Completion of activity

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Sample Workshop for a Large Group

Prerequisite:

Selected Activities: Complete the identified activities from the Project REACH Self-Study Guide, "Establishing Policies and Procedures Concerning Safety Supervision" on page 13. Bring the completed materials to the training workshop.

To be completed prior to workshop and brought to workshop:

1. Selected activities from Project REACH Self-Study Guide.
2. Read: Means, Elizabeth A. "Health Care Guidelines" *Camping Magazine.* May, 1980. Vol. 52 #6. (P. 29)
3. Bring in list of camp health-related problems such as hiring nurse, medication dispensing, etc.
4. Read: Chappelow, T., "Camp Security." *Camping Magaine,* Sept./Oct., 1977. Vol. 50 #1. (P. 13)

Agenda:

9:00 AM	Introductions, orientation, and goals of the day.
9:15	Representative of ACA speaks on camp health regulations.
9:45	Small group discussion on camp health problems. Turn in health problems and solutions.
10:45	Break
11:00	Panel presentation on total camp health care. Presenters: Camp nurse, ACA representative, medical supply representative, doctor.
12:00 NOON	Lunch
1:00 PM	Small groups discuss safety checklist and procedures developed for your camp.
2:00	Film, "Camping Facilities for Handicapped."
2:30	Break
2:45	Panel of experienced camp directors discussing real emergencies which occurred at their camp, procedures used and any modifications. Questions answered from group.
3:45	Summarize day and give out list of materials to be sent in to trainer.

To be mailed to trainer following workshop:

1. Plan for total health care operations.
2. Devise and complete a checklist of licenses, regulations, health standards, or insurances which apply to camps, dating when license applied for and received.
3. Turn in emergency procedures and simplified map of camp depicting emergency routes.

Sample Workshop for Medium-Sized Groups of Experienced Directors

Bring to Session:

1. List of five physical and emotional needs of campers and staff.
2. A resource file regarding health licenses, insurance, and certificates needed to run a camp.
3. List of potential man-made and natural hazards and risks.

Agenda:

9:00 AM	Introduction, orientation, and goals.
9:15	Small groups discuss physical and emotional needs of staff and campers and methods of insuring that those needs are met. Come to agreement on the five which are most important.
10:00	Panel presentation on total camp health care.
11:00	Discuss with group your camp's total health care plan (4-6 people per group).
12:15 PM	Lunch
1:15	Representative of ACA speaking on safety regulations and licenses needed in camp.
1:45	As a small group, develop a checklist of legal requirements, facility and property inspections, and procedural manuals needed at camp.
3:00	Using participant's lists, compare risks and hazards and develop general procedures to eliminate or reduce their danger.
4:00	Summarize and review what needs to be turned in.

Turn in to trainer after workshop:

1. Individual and group lists of physical and emotional needs of campers and staff.
2. Trial use and revisions of checklist developed at session.
3. Compare general procedures (re: risks and hazards) developed at the session with your own and revise if needed.
4. Packet of information (re: safety codes, regulations, and licenses) needed to operate camp in your state.

Sample Workshop for Small Groups

Bring with you to the workshop session:

1. Important item to be included on a checklist for total health care plans.
2. Your own camp's safety and emergency procedures.
3. Any concerns regarding accessibility of camp.

Agenda:

9:00 AM	Introductions, preview of day's activities.
9:15	Brainstorm list of physical and emotional needs of campers and staff. Using a democratic process, determine 5 top needs of each, then determine methods of insuring that those needs are met.
10:30	Invite representatives from regulatory agencies to give a panel discussion concerning health and safety regulations and needs.
12:00 NOON	Lunch
1:00 PM	Develop a checklist to be used in implementation and supervision of health care.
2:15	Bring in a handicapped person to talk about the needs of handicapped people at camp.
3:00	Small group discussion on camp safety and emergency procedures.
3:45	Summarization and evaluation of day's events. Discuss what needs to be mailed to the trainer.

Turn in to the trainer:

1. Plan for total health care operations
2. Used checklist developed during session re: health care.
3. Revision of camp's safety and emergency procedures.
4. Consensus of needs of campers and staff.

What if the participant has problems?

If a participant is unable to adequately complete a performance objective, the trainer will meet with the trainee

and using the individual activities listed, determine which must be completed in order to adequately complete the competency.

Tips for Organizing Discussion Groups

Organizational Tips

1. Each group must have a discussion leader who is:

   a) knowledgeable about the task
   b) knowledgeable about the subject
   c) able to get interactions between group members started.

2. Leaders must be told prior to session that they will be in charge of a group and given questions to help them get discussion started.
3. Groups must have 6-10 members. (8 is the best size.)
4. Someone within group must be appointed to take notes.

Discussion Group Starter Questions

Safety

1. What licenses are required? Why?
2. Do you keep specific records? What kind? Why?
3. What kind of insurance do you have? Do you feel it adequately meets your needs?
4. Do you have any specific safety risks that concern you which we could help procedure-wise? i.e., railroad tracks in front of camp entrance, downed power lines, activity safety questions such as trampoline, swimming pool, archery, etc.
5. What would you do if:

   a) your camp bus had an accident?
   b) someone died in camp?
   c) someone stole food from the kitchen?
   d) marijuana was found in camp?

   Do you have specific procedures established for these occurrences?
6. What are high risk activities? What kind of precautions have you established?
7. Are there specific safety precautions to be taken with persons in wheelchairs in camp? What are they?

Health

1. What does your camp do for standing orders?
2. With it being so tough to get good health staff, what are you doing to get a nurse on the staff?
3. What are your requirements for physical exams? Why? Any problems? How are they resolved?
4. Do you have any problems controlling vectors? How do you do it? Do you have a procedure?
5. How do you train staff to be aware of health standards? What elements should be included in a staff health education/orientation course?
6. Do handicapped individuals have special health needs? What are they? How do you meet those needs?

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PROJECT REACH SELF-STUDY GUIDE

Promoting the Health and Safety of Everyone at Camp*

by

Vinton, D. A., and Farley, E. M.

University of Kentucky

1978

*This unit has been adapted from a module written by Gary Robb in the Camp Director Training Series developed by Project REACH at the University of Kentucky and funded by the Bureau of Education for the Handicapped, now the Office of Special Education.

Establishing Policies and Procedures Concerning Safety Supervision

Gary Robb

Director, Bradford Woods

Introduction

This section of the Managerial Trainer's Guide has been adapted from the Project REACH Camp Staff Training Series, for use as a self-study guide. It can be duplicated and used in one of three ways:

1. as a pre-requisite to attending the workshop,
2. as an aid to you the trainer, developing the training program, and
3. as a home-study guide for camp directors who need information, but could not attend the workshop.

Included in the self-study guide on "Establishing Policies and Procedures Concerning Safety Supervision" is a detailed rationale statement and content outline. After reviewing this information, study the performance objectives carefully, and then choose the learning activities that are most appealing and will best aid in achieving the objectives.

Rationale

Operation of the modern organized camp cannot be left to chance. No longer can the camp director assume a simplistic approach to safety regulations and procedures governing the multiplicity of operations of the camp. We now live in a litigation-conscious society, a society that no longer is willing to leave the safe care of children to the "good judgement" of camp directors. The "in loco parentis" term is more significant today than ever before. The evidence of this new consciousness is evidenced in many new state laws regulating camp operations, pending federal legislation that would require all states to implement minimum safety standards in camps, and by a recent and continuing effort on the part of the American Camping Association in strengthening standards for the accreditation of organized camps.

Most states presently require a license to operate an organized camp within the state, with the license often being predicated on the passage of safe water supply and condition. Increasingly, however, states are requiring such licenses, meeting OSHA standards, fire permits, and antipest control verification.

Maintaining sufficient insurances and keeping proper records are two additional major concerns of camp directors regarding safety supervision. Comprehensive insurance policies including liability, fire, theft, major medical and accident, workman's compensation, and non-ownership vehicles must be a high priority of the camp director. Malpractice insurance for camp directors is no longer unheard of, and each camp director should assess his local situation in determining his needs in this area. Camp records are essential, and a system of procedures to insure the proper entry, maintenance, and preservation of records during the statute of limitation must be implemented.

Prior to any upcoming camp season, the prudent camp director will make certain that the necessary licenses, certificates of operation, insurances, and records are in order.

Facility Inspection for Risks and Hazards

The very nature of the typical camp environment necessitates careful consideration on the part of the camp director to insure that camp properties are maintained in proper condition through a systematic inspection procedure. Although statistics have shown that more hazards and in fact more accidents take place around the home than at camp, the camp operator is much more vulnerable to legal action should an accident occur as a result of negligent property upkeep. In many cases, an inspection checklist would identify more man-made or produced risks and hazards than risks and hazards inherent in the environment itself. As each year passes, man-made hazards and risks increase, while natural hazards generally remain rather constant. With each passing year, a building or piece of equipment gets older and more vulnerable. Each time a new area is opened, a facility is built, or equipment is purchased, new risks are created. Man-made risks and hazards have increased tremendously in recent years as a result of increased technology and automated equipment. The camp director should weigh each new acquisition carefully with regard to its potential benefit as opposed to the new risk or hazard that it might create.

Procedures for Eliminating or Avoiding Hazards

In each item identified as a potential risk or hazard, an accompanying procedure and plan of action must be developed. Particularly in regard to the potential contact by persons during camp sessions, specified written procedures must be prepared. Much attention should be placed on the avoidance and/or minimizing of contact of known hazards during staff training and orientation programs. Without the full knowledge, understanding, and cooperation of staff, written procedures for the elimination and/or avoidance of risks and hazards will be useless.

Procedures to be Used in Emergencies

Emergency procedures for such contingencies as fire, severe weather conditions, accident, or missing persons are of extreme importance. In camps serving handicapped children, emergency procedures must be detailed and specific in order to quickly and safely provide for their welfare, as well as the welfare of all campers and staff. It is imperative that each staff member understand his responsibility in any potential emergency situation. During the staff training period critical incident exercises, simulated emergency situations, and role-playing exercises should be employed to insure staff understanding of their roles.

Even though taking a written test on proper emergency procedure execution might seem too academic to some camp directors, it should not be discounted as a method of emphasizing the importance of staff responsibility and knowledge of emergency procedures.

Content Outline

Establishing Policies and Procedures Concerning Safety Supervision

I. Compliance with all Legal Requirements
   - A. Required licenses
   - B. Required certificates of operation
   - C. Required insurance
   - D. Required records

II. Facility Inspection for Risks and Hazards
   - A. Natural hazards
   - B. Man-made hazards
   - C. Preventative maintenance
   - D. Routine safety checks

III. Procedures for Eliminating or Avoiding Hazards and Minimizing Risks
   - A. Written procedures for risks and hazards due to weather conditions
   - B. Written procedures for risks and hazards due to fire

C. Written procedures for risks and hazards due to topographical/geographical area or conditions
D. Written procedures for risks and hazards due to facility structure, architecture, or physical conditions
E. Written procedures for risks and hazards due to electric, motorized, or mechanical equipment/vehicles
F. Written procedures for risks and hazards due to specific high risk programs
G. Written procedures for risks and hazards due to physical characteristics of campus

IV. Procedures to be Used in Emergencies
A. Written procedures for emergency evacuation
B. Written procedures for emergency assembly
C. Written procedures for procuring first aid or medical attention
D. Written procedures for procuring external assistance (fire department, police department, medical assistance)
E. Written procedures for emergencies while off camp premises
F. Written procedures for search and/or rescue of missing persons

Performance Objectives

Laws, Licenses, Certifications and Regulations:

1. Identify the licenses required for operation of your camp according to state and/or local statute(s).
2. Cite a minimum of five certificates of operation, insurance, and/or records required for the safe operation of your camp. A minimum of two of the above should pertain specifically to the operation of a camp for handicapped children.

Avoiding Risks and Hazards:

3. After reviewing at least two references concerning common risks and hazards in camps, you should develop an inspection checklist to include consideration of both natural and man-made hazards. A minimum of five of the risks and hazards identified should relate specifically to participation in a recreational activity by handicapped campers.
4. Demonstrate your ability to develop a method to eliminate or avoid risks and hazards by specifying written procedures for at least two of the following:
—Hazardous weather conditions
—Fire
—Contact with electrical, motorized, or mechanical equipment and vehicles
—High risk activity programs

Each procedure should specify a minimum of two additional considerations that must be given to campers with handicaps.

Emergency Procedures:

5. Given a specific emergency situation (e.g., fire, hurricane, epidemic, etc.) identify the procedures that would be followed for:

—Evacuation from affected area
—Assembly to safe, designated area
—Procuring external assistance (e.g., medical, police, fire, etc.)

The procedures must identify specific responsibilities of various staff members, and must list alternative approaches to account for all contingencies in relationship to the emergency (e.g., blocked exits, downed power lines, non-ambulatory campers, etc.)

6. Given an emergency situation while not on camp property, you should identify a minimum of five procedures that should be followed.
7. After reviewing procedures from another camp or reading "Search and Rescue for Persons Lost, Missing or Runaway," develop your own procedures for lost, missing, or runaway campers for your camp.

Learning Activities

Laws, Licenses, Certifications and Regulations

Performance Objectives 1 & 2: Select activities from the following list that will help you achieve objectives 1 and 2.

1. Develop a resource file of regulation booklets and materials for your state. Collect materials on licensing of residential, recreational camps within the state (e.g., in New Hampshire, read *Licenses for Juvenile/Recreational Camps*).
2. Collect materials on your state's regulations for insurance, health standards, and transportation (i.e., transportation of school-age children, vehicular and operator licenses).
3. For additional information, read: *Youth Care Safety and Health: Suggested State Statute and Regulations.* Rodney, L. S. and Ford, P. M. *Camp Administration.* "Camp Insurance" and "Health and Safety."
4. Write or call a representative of ACA to secure information concerning regulations and licensure of camps.
5. Visit offices of various regulatory agencies (public health) and ask them to provide you with information relative to local/state requirements, safety, and emergency procedures.
6. Have a representative from your camp insurance company meet with you at the campsite to discuss legal ramifications and comprehensive insurance needs including building, propety, liability, vehicle, malpractice, and other insurance coverages.
7. Call the following agencies for the purpose of procuring information, written materials, applications, etc., to insure your camp's compliance with all legal requirements within the state:

—Local/state health department (public health)
—U.S. Department of Agriculture
—O.S.H.A.
—Department of public safety or facsimile
—State board of nursing education/registration
—Local fire department
—State department of employment security.

8. Develop a checklist of legal requirements, facility/property inspections, and other procedural operations. This should be accompanied by appropriate dates, references, and any other information that would provide a helpful reminder.
9. Periodically review the above checklist and manuals and make presentations to various persons, including staff, as a constant refresher.
10. Attend seminars, conferences, and workshop sessions sponsored by ACA or other camping organizations pertaining to laws, regulations, and requirements for operation.

Avoiding Risks and Hazards

Performance Objectives 3 & 4:

11. Survey a minimum of five camps in your area for the purpose of developing a comprehensive list of potential natural and man-made hazards in your camp. From the list, develop a comprehensive inspection checklist for hazards and develop written procedures for two of those hazards. Samples of materials developed by various camps are included in this managerial guide.
12. Procure a geological survey and topographical map of your camp properties and analyze for soil type, water condition, etc.
13. Have a group of physically disabled, visually impaired, or elderly persons visit or tour your facilities and properties for the purpose of assisting you in developing procedures for eliminating and minimizing hazards. For mentally handicapped campers, have parents, a special education teacher, or a therapeutic recreator visit your camp for the same purpose.
14. On an aerial photo or drawing of your camp properties, identify in an easily understandable way methods to eliminate or minimize potential natural and man-made risks and hazards.

Emergency Procedures

Performance Objectives 5, 6, & 7:

15. Review another camp's disaster procedures and search and rescue procedures. Examples can be found in this guide. Compare them to your camp's procedures and make suggestions for improvement in your camp's procedures.
16. Collect written emergency procedures from five other camps and compare them to your own. Incorporate appropriate procedures into your own plans.
17. Share your emergency procedures for transportation and other out-of-camp activities with other camp directors, transportation experts, etc., asking them to critique them and to provide you with appropriate input.
18. Draw a simplified map depicting procedures and routes for emergency assembly and/or evacuation of your camp.
19. Review the *American Camping Association Standards for Accreditation of Camps.* Develop materials pertaining to this unit of instruction, in accordance with ACA Standards, disaster procedures, and procedures for search and rescue for persons lost, missing, or runaway.
20. Contact the transportation director at a local school for information pertaining to emergency procedures they use in transporting children to and from school.
21. Following your camp's written procedures, conduct a mock search for a lost, missing, or runaway camper. Evaluate the effectiveness of your procedures.

Sample Camp Health and Safety Procedures

Emergency Procedures for Disasters and Waterfront

Kiwanis Twin Lakes Camp

Waterfront Emergency—a swimmer is missing.

1. Do not panic. The procedure in an emergency will be more efficient if everyone acts before they panic.
2. Get all campers out of the water. Counselors and lifeguards instruct the campers to get out of the lake and onto the beach. They will help those campers that need help.
3. Specific assignments to counselors: One person shall be assigned ahead of time to ring the bell allerting everyone in the camp to the emergency, that person will then begin on one specified end of camp searching through every building for the missing camper.

   The name of the counselor of the missing camper will be read off by the Waterfront Director. That person will check the camper's cabin and washroom. That person will then start at the opposite end of camp, searching each building as he moves along.

   The camp nurse will bring an oxygen tank to the beach at the sound of the emergency bell.

   A certain group of counselors and other staff members will be assigned ahead of time to stay on the beach with the campers keeping them controlled, warm, etc.

   A certain group of counselors and staff members will be assigned to a rescue chain. These people are pre-tested strong swimmers. They will dive off the pier forming a chain about 20 feet beyond the point where the person was last seen swimming. The chain should be kept straight and wide. At the sound of the word "dive" (from the Waterfront Director, who remains on the pier) the members of the chain will surface dive together straight down to the bottom. They will check the areas between each other thoroughly. This is repeated again and again until the water is shallow enough to stand in. The members of the chain then join hands and walk, scanning the bottom thoroughly with their feet and checking under all piers and rafts.

   The whole procedure should be repeated if the camper is not found.

Fire Emergency

1. A runner will notify all four cabins and other living areas.
2. All counselors will bring their campers to the Waterfront to the following designated positions:
   —Hughes: on the grass in front of the Administration Building
   —Robinson: in and around the "Rest-A-While"
   —Rodgers: in and around the monkey bars
   —Kirsten: in and around the monkey bars
   Note: The road must be completely cleared of all wheelchairs, campers, and staff.

Tornado Emergency

1. All campers will report to their own cabins with their counselors.
2. Counselors will then see to it that their campers are seated on the floors in the shower rooms.
3. Counselors are responsible for seeing to it that the campers are inside.

Policies and Responsibilities of the Health Center

Camp Kysoc—Carrolton, Kentucky

Health center operations are carried out by two full-time nurses, living in the health center, who are on duty 24 hours a day during sessions.

There are five beds provided for anyone requiring direct nursing care with bed rest.

Any and ail equipment provided for the health center is not to be removed without consent of the nurse.

When a camper becomes ill or injured, he is brought to the health center by a counselor. The nurse will decide what should be done.

First aid emergency care will be provided by the health center in the villages day or night. A nurse will be on duty

around the clock during sessions. Health center in-camp phone number is 55.

Oral medications will be given from back porch of dining lodge after singing after each meal at 8:00 each evening. A counselor must accompany each camper who receives medicine. On the opening day of each session, the village leader will be given a list of campers who will receive medications and the time for each. No medicines will be given on opening day until 8:00 P.M., except in emergencies.

Only authorized camp personnel may order supplies from stores, drug stores, etc.; they are as follows:

Director
Assistant Director
Secretary
Health Center Nurses
Program Coordinator
Caretaker
Assistant Caretaker

All medical supplies purchased must be approved by the nurse.

Prescriptions: All prescriptions must be approved by the nurse for camp staff before purchase. The signed and approved prescription will be taken by anyone of the authorized personnel to be filled and returned to the nurse. The nurse will then give the medicine as prescribed. The invoice on drugs or supplies will be sent to the Health Center.

Doctor's office calls or hospital calls: All appointments will be made by the nurse and a note to the hospital or doctor's office signed by the nurse will accompany each individual with his or her record.

Counselors—Schedule with your advisors or camp director; need not be accompanied by nurse.

If transportation is needed to local doctor's office or hospital, a nurse will accompany the camper and a driver authorized by camp will drive an authorized vehicle. Authorized drivers are as follows:

Caretaker
Assistant Caretaker
Camp Director
Assistant Camp Director

The above driver's cars are all insured.

Campers' files are kept at the health center. Staff have access to these files any time they wish. All reports you wish to file in records should be handed in on Friday before the close of each session. No file or record is to leave the health center at any time; no pencils or pens should be removed from the health center.

At the beginning of the summer, a first aid kit is issued to each village. When supplies need replacing, the entire kit is brought to the health center to be restocked. The first aid kit should be kept clean, free of trash, and well-equipped for use. These kits are to be taken with the village group on cookouts and overnight camping.

Emergency Injury or Illness

If at any time a camper is injured or you suspect serious illness or injury, follow this procedure. If there is a question as to the seriousness of the illness or accident, do not move the camper unless there is a life-threatening situation which is worse than the injury.

1. Call the nurse immediately by camp telephone, CB, or send another staff member to get the nurse.
2. If nurse or assistant nurse cannot be reached, notify the camp director, assistant camp director, or program director.
3. Administer first aid if qualified and if it is indicated.
4. Determination of what outside source to call will be made by the person in charge.
5. If transportation by ambulance is not indicated, but further medical help is needed, transportation will be made in the camp director's or the nurse's vehicle.
6. Whenever a camper or staff member is transfered to a medical facility, he or she must be accompanied by a nurse or his or her designee. This person must take the camp folder or other health information records with them.

Procedures Regarding Risks to Humans-Hazards

Camp Allen, Inc.

I. Hilly and Sandy Terrain
   A. Identification of risks
      1. Hazard to movement of non-ambulatory and ambulatory but dependent campers.
   B. Regulations to minimize risks
      1. Wheelchairs will not be left unattended on hills or on the top edge of hills.
      2. Ambulatory campers will be encouraged to use asphalt path to and from pool. Staff with non-ambulatory campers will use road only when going to pool, and will be encouraged to use asphalt path when ascending from pool area. Staff will not use path when taking non-ambulatory campers to pool.
      3. Non-ambulatory campers will not enter or leave pool area without assistance from a staff member.
      4. Ambulatory campers will be encouraged to use railings on asphalt path to pool.
      5. Non-ambulatory campers will not be housed in the cabin called the Hollow, and will be prohibited from using the path to that building.
      6. Non-ambulatory and ambulatory but dependent campers will be encouraged to use the asphalt path to the activity areas.
      7. When moving non-ambulatory campers down hills or through sandy or high terrain, the staff member will precede the wheelchair, wheeling the wheelchair backwards.
      8. Staff members will always keep wheelchairs under control and move with caution when on hills or in sandy or rough terrain.
      9. Wheelchairs are prohibited on hill to Foster Field.

II. Wheelchair Ramps
   A. Identification of risks.
      1. Ramp grades hazardous to movement of wheelchairs and ambulatory but dependent campers.
   B. Regulations to minimize risks.
      1. When descending ramp, staff member will precede wheelchair, rolling wheelchair backwards.
      2. Staff pushing wheelchair will do so at reasonably slow speed on ramps, using utmost caution.
      3. Staff members will not ride on back of wheelchair.
      4. Campers will under no circumstances push wheelchairs on ramps without permission and prior approval from the camp director.
      5. Staff members approaching end of ramps will do so with caution, being sure to notice door thresholds, transition area between ramp and ground, and other traffic on ramp.
      6. Physically disabled but ambulatory campers will use railings for assistance on ramps, and

will always be assisted by a staff member, if necessary.
7. Staff members will report in writing and verbally to the director of maintenance any hazards to safety on ramps such as broken or loose railings.
8. Proposed additional safety provisions.
   a. Addition of midrail to all ramp railings.
   b. Addition of curbing to all ramp railings.
   c. Non-slip print or rubber mats on ramp surfaces.

III. Road into Camp
- A. Identification of risks
  1. Used by both vehicular and pedestrian traffic.
- B. Regulations to minimize risks.
  1. Ambulatory campers will use asphalt path to pool.
  2. Staff with non-ambulatory campers will be encouraged to use asphalt path when ascending from pool area.
  3. Pedestrian traffic on road will use left hand side descending hill and the same side of road when ascending. Other side is blind.
  4. All pedestrian traffic on road will come to a complete halt at the approach of a vehicle.
  5. None other than delivery vehicles will be allowed to pass into the camp beyond the two large dormitories at the top of the hill.
  6. Staff members observing private automobiles passing beyond dormitories into camp will politely ask driver to park vehicle in parking lot below dormitories.
  7. Campers will not use roadway beyond dormitories unless accompanied by staff member.
  8. Staff members backing autos onto road from parking lot will check first for presence of pedestrian traffic and then proceed with caution.
- C. Proposed additional safety provision.
  1. Sign prohibiting passage of private autos beyond dormitories.
  2. "Slow Children" sign on road into camp.
- D. Proposal for elimination of hazard.
  1. Construction of protected sidewalk along edge of road.

IV. Swimming Pool
- A. Identification of risks
  1. Deep water
- B. Regulations to minimize risks
  1. Unaccompanied campers will not be allowed in the pool area.
  2. Gates on swimming pool fence will be secured and locked in closed position when area is unattended.

V. Swimming Pool Filter House
- A. Identification of Risks
  1. Poisonous chemicals
  2. Explosive chemicals
  3. High voltage electrical service
  4. Danger of electrical shock
- B. Regulations to minimize risks
  1. The pool filter house is off limits to all campers and staff members with the following exceptions:
     a. Director of maintenance
     b. Director of camp
     c. Aquatics director
     d. Aquatics staff appointed and instructed in use of equipment
  2. Filter house door will be locked at all times.
  3. No smoking in filter house
  4. Rubber soled shoes will be worn by anyone entering filter house.
  5. In case of an accident in which water accumulates on floor, all electrical equipment will be shut down at the panel board by operator standing on stairs before that person attempts to enter water to rectify problem.
  6. Chemicals will be used only in accordance with printed instructions.
  7. All containers of poisonous or volatile chemicals will be securely closed. Empty containers will be disposed of according to manufacturer's instructions.
  8. Any equipment malfunctions or life safety hazards will be immediately reported to the director of maintenance, both in writing and verbally. Concerning life safety hazards, personnel will not re-enter building until instructed to do so by the director of maintenance.

VI. Laundry Room
- A. Identification of risks
  1. High voltage
  2. Danger of electrical shock
- B. Regulations to minimize risks
  1. Unaccompanied campers will not enter laundry room. Laundry room will be locked when not staffed.
  2. No staff member, with the exception of the director and the director of maintenance, will attempt to manipulate electrical panel boards.
  3. Shoes will be worn at all times.
  4. Personnel using equipment will attempt to keep floor dry at all times.
  5. Rubber mats will be in place in front of all washers and dryers at all times. Operators will not touch any machine if not standing on a rubber mat.
  6. Any equipment malfunctions or life-safety hazards will be immediately reported to the director of maintenance, both verbally and in writing. Concerning life-safety hazards, personnel will not re-enter building until instructed to do so by the director of maintenance.

VII. Booster Pump House Under Water Tower
- A. Identification of risks
  1. High voltage electro-mechanical equipment
- B. Regulations to minimize hazards.
  1. Doors will be in place and locked at all times.
  2. Building is off-limits to all with the exception of the director and the director of maintenance.

VIII. Water Tower
- A. Identification of risks
  1. High voltage equipment
  2. Danger of fall, if attempting to climb
- B. Regulations to minimize risks
  1. Water tower is off limits to all personnel with the exception of the director and the director of maintenance.

IX. Main Pump House
- A. Identification of risks
  1. High voltage equipment
- B. Regulations to minimize risks
  1. Door will be locked at all times.
  2. Building is off limits to all with the exception of the director and the director of maintenance.

X. Main Boiler Room
- A. Identification of risks.
  1. High voltage electrical equipment
  2. High water temperature heating system
  3. Storage of potentially dangerous mechanical equipment.

B. Regulations to minimize risks
1. Boiler room will be securely closed at all times.
2. No equipment will be removed from the boiler room without permission from the director of maintenance.
3. No one with the exception of the director of maintenace and the director will attempt to repair or manipulate in any manner any of the equipment in the boiler room.
4. Electric panel boards will be closed at all times.
5. Any equipment malfunctions or life-safety hazard will be immediately reported to the director of maintenance, both verbally and in writing. Personnel will not re-enter building until instructed to do so by the director of maintenance.

XI. Seabee I, Seabee II, Home Ex., Kitchen, Director's Cabin
A. Identification of risks
1. Gas burning water heating equipment, danger of explosion and fire
2. Gas heating units—main building
3. Oil burners—Seabee I and Seabee II.
B. Regulations to minimize risks
1. No staff members, with the exception of director of maintenance and director, will attempt to manipulate, repair, light, or otherwise tamper with gas-burning or oil-burning equipment.
2. Staff members will insure that no campers attempt to manipulate gas-burning or oil-burning equipment.
3. Gas ranges in Home Ec. facility will not be left unattended when in use.
4. Equipment malfunctions will be immediately reported to the director of maintenance, both verbally and in writing.
5. Areas around water heaters will be kept clear of debris. Combustible materials will not be stored closer than 18 inches to water heaters.
6. Gas odors will call for the immediate evacuation of the facility involved by all personnel and the immediate notification of the director of mantenance and the director.
C. Additional safety provisions
1. Installation of locked enclosure around gas-burning boilers in Seabee I and Seabee II.

XII. All Areas with Shower Facilities
A. Identification of risks
1. Chance of non-ambulatory campers being burned by hot water while in shower
B. Regulations to minimize risks
1. Staff members will never leave non-ambulatory campers unattended in shower stalls when shower is on.
2. Staff members planning to use water, especially cold water, in the same facility will warn those using showers of the intention.
C. Additional safety provisions
1. Installation of constant temperature control device or high limit temperature control devices in all showers

XIII. Kitchen
A. Identification of risks
1. Potentially dangerous mechanical equipment
2. Wet floor at certain times-slippery floor-danger of falling
B. Regulations to minimize risks
1. Only kitchen personnel will use mechanical equipment such as meat slicer, large mixer, potato peeler.
2. Safety equipment on meat-slicer will be in place at all times.
3. Mechanical equipment will not be left running unattended.
4. Mechanical equipment will be unplugged from electrical outlet when not in use.
5. Dishwasher will be used only by regular kitchen personnel and staff members instructed in its use.
6. Kitchen personnel will attempt to keep kitchen floor reasonably dry and grease-free at all times. Liquid spills and water discharge from dishwasher will be immediately mopped up.
7. The kitchen will not be used as a short-cut by staff members to activity areas, without approval of cook.
8. Campers will be prohibited from the kitchen at all times.
9. Staff members, unless assigned, will not enter kitchen during heavy working periods (preparation of food, dishwashing). All requests for extra food at meals will be made through kitchen counter window.
10. Equipment malfunctions will be immediately reported to the director of maintenance, both verbally and in writing.
11. Staff members will be instructed in the use of extinguishers during orientation, and are responsible for knowing the location of these extinguishers.
12. Tampering with fire extinguishers by anyone is strictly prohibited.
13. Fire extinguishers will be checked weekly by the director of maintenance for proper charge and signs of tampering.
14. Any signs of malfunction of fire extinguishers will be immediately reported to the director of maintenance, both verbally and in writing.
15. Location of fire hoses (south, east, and west corners of Foster building and northeast corner of Seabee II) will be known by all staff. Tampering with fire hoses and controls by anyone is strictly prohibited. Signs of tampering or malfunction will be immediately reported to the director of maintenance, both verbally and in writing. The director of maintenance will make weekly inspections of fire hoses and controls.
16. Type B-C extinguishers will be in place in the following locations, in the following number:
a. 2 in main kitchen at exits
b. 1 in Home Ec. facility at exit
c. 1 in boiler room at exit
d. 1 in pool filter house at exit
17. All extinguishers will be recharged and checked annually, or according to manufacturer's instructions.

XIV. Forest Areas Surrounding Camp Area.
A. Identification of risks
1. Campers wandering from camp, becoming lost in the woods
2. Fire in the woods

XVI. Paint Shed
A. Identification of risks
1. Flammable liquids
B. Regulations to minimize risks
1. Paint shed will be locked at all times.
2. Only those individuals authorized by director of maintenance will be allowed to remove or use materials in this building.

Rescue Procedures for Persons Missing, Lost, or Runaway

Camp Riley, Martinsville, Indiana

1. Person count
   a. At the conclusion of each scheduled activity and during all cabin activities and rest hours, the senior level counseling staff must make a silent or verbal count.
   b. The person responsible for the activity or cabin will report to the Bradford Woods administrative staff, camper name, time last seen and when noticed missing, physical features, personal characteristics.
   c. The reporting person will return and proceed with the on-going experience.
2. Search procedure
   a. The Bradford Woods administrative staff will determine the last known whereabouts of the camper by consulting with the appropriate personnel.
   b. A decision will be made following discussion with the Bradford Woods director and assistant director as to what search procedure will be followed:
      1. Re-check previous areas, cabin, activity area or known interest areas
      2. Call support staff and assign coverage for specific geographic areas
      3. Use walkie talkie and station phones to maintain contact with office; return to main office in 30 minutes, if unsuccessful.
      5. Staff and campers will not be permitted to use the phone system at this time.
      6. Staff will be mobilized according to police direction.
      7. All staff not involved in the search are to remain with the scheduled program routine and continue their regular activities.

Transportation Safety Procedures

Camp Kysoc

I. General safety rules for all vehicles:
   A. A thorough safety check of the vehicles must be made before each use, including:
      1. brakes
      2. tires
      3. rear view mirrors
      4. head and tail lights
      5. turn signals
      6. oil and fuel
      7. first aid kit, fire extinguishers, spare tire, and tools
   B. All passengers, including driver, must be seated and wearing seat belts.
   C. Wheelchair passengers must either—
      1. ride in regular passenger seat wearing seat belt, or
      2. remain in wheelchair with passenger strapped to chair and chair fastened securely to vehicle.
   D. Neither camper nor staff may ride on a flatbed truck.
   E. All state and local laws must be followed.

II. Staff vehicles:
   A. Staff members may park private vehicles in the parking lot; however, Camp Kysoc cannot be responsible for their safety.
   B. Written permission must be given by the camp director before a camper is transported in a staff member's private vehicle.
   C. All safety rules listed above must be followed.

III. Camp-owned vehicles:
   A. Pick-up truck:
      1. Permission must be received from the camp director or caretaker before a staff member may drive the pick-up.
      2. Passengers are not allowed on the bed of the truck.
      3. All safety rules listed above must be followed.

Transportation Safety

Camp Allen, Inc.

I. Methods of transportation
   A. On camp field trips, campers will be transported only in the camp bus or in other vehicles specifically approved for the occasion by the director. Under no circumstances will open-bedded vehicles be considered. Exception: In case of a health emergency, campers may be transported to a hospital or first aid facility in any vehicle designated by the health director and nurse.
   B. The camp bus will be equipped at all times with the following items:
      1. fire extinguisher
      2. flares and reflectors
      3. wheel checks
      4. first aid kit
      5. flashlight
      6. any other item that state regulations may require
   C. The bus driver will make an inspection and insure that the bus is in safe operating condition prior to each departure from the camp. The following items will be checked for proper operation on the premises:
      1. all running lights, brake lights, and signal lights
      2. tires
      3. horns
      4. water and oil
      5. windshield wipers
      6. service and emergency brakes
      7. exhaust system
      8. safety equipment listed in I-B

II. Supervision
   A. The program director or designate will insure that enough staff members are assigned to field trips to insure proper physical care of all campers and proper supervision of all activities and that a trip leader is assigned to non-ambulatory campers.
   B. The trip leader has the ultimate responsibility and authority for all activities on field trips.
   Exception: In health emergencies, the health director or nurse is the authority and may dictate any reasonable course of action.
   Exception: In transportation emergencies (vehicle hazards, accident, unsafe driving conditions, etc.) the bus driver has the ultimate responsibility and may dictate any reasonable course of action.

III. Loading and unloading
   A. No campers will be allowed to board the bus until at least on staff member is on board. No camper will be allowed to leave the bus without the supervision of a staff member.
   B. Campers will not sit in the driver's seat or handle controls.
   C. Heavy non-ambulatory campers will board through the rear door using the wheelchair ramp. In rear door boarding of campers the ramp is used and must be used except in emergencies.
   D. When the wheelchair ramp is used, the driver will insure that it has been placed properly before allowing its use.
   E. When the wheelchair ramp is used:
      1. one staff member each will position himself on the ramp at both top and bottom ends to insure stability.
      2. three staff members will transport the wheelchair over the ramp: one behind the chair, making sure

to support the head, and one each on either side of the wheelchair.

3. at least one additional staff member will be inside the bus to assist in safe entry or exit through the door, and to transport the camper to a seat.

F. The trip supervisors will insure that all non-ambulatory campers and any others needing support are securely strapped into seats with safety belts.

G. The trip supervisor will insure that all campers needing additional support are seated with a staff member.

H. The trip supervisor will verbally call roll before departure.

I. All wheelchairs will be stored in safe positions not blocking aisles before departure.

J. The trip leader will insure that the bus is not loaded beyond its maximum safe carrying capacity-three to a seat, total of 54.

IV. Trip safety: bus in motion

A. All campers and staff will be seated facing forward while the bus is in motion. Staff members may leave seats to assist campers.

B. No campers or staff will be allowed to extend arms or legs out of windows, hang out windows, or throw materials out of windows.

C. No objects will be thrown inside of bus.

D. No staff member out of his seat to assist campers will be allowed forward of the rear of the drivers seat while bus is in motion.

E. All doors will be closed while bus is in motion.

F. At highway stops, no campers will leave the bus unaccompanied by a staff member. To avoid confusion, all other campers will remain seated.

G. At times of stress (i.e., heavy traffic, parking, bus driver lost, etc.), the bus driver may ask for peace and quiet. Staff members will comply with his wishes and insure that campers do also.

H. No smoking on the bus.

I. Vehicle emergency situations: breakdown, accident, weather.

1. All staff members will immediately comply without question to all directives given by the bus driver.
2. If ordered to disembark, staff and campers will assemble in a group under the supervision of the trip leader at a safe distance from traffic and other hazards.
3. Staff members will remain calm and do their best to insure that campers remain uninvolved and calm.
4. The camp director or his designee will be notified by phone as soon as is reasonably possible of any emergency situation or delay caused by an emergency situation.

V. Gasoline

A. The bus driver will insure that the bus is filled with gas prior to boarding by campers. Under no circumstances should the bus be gassed up just after leaving the camp and with campers on board.

B. On long field trips, the bus driver will make every reasonable attempt to take on extra gas when the campers are off the bus at the site of the field trip:

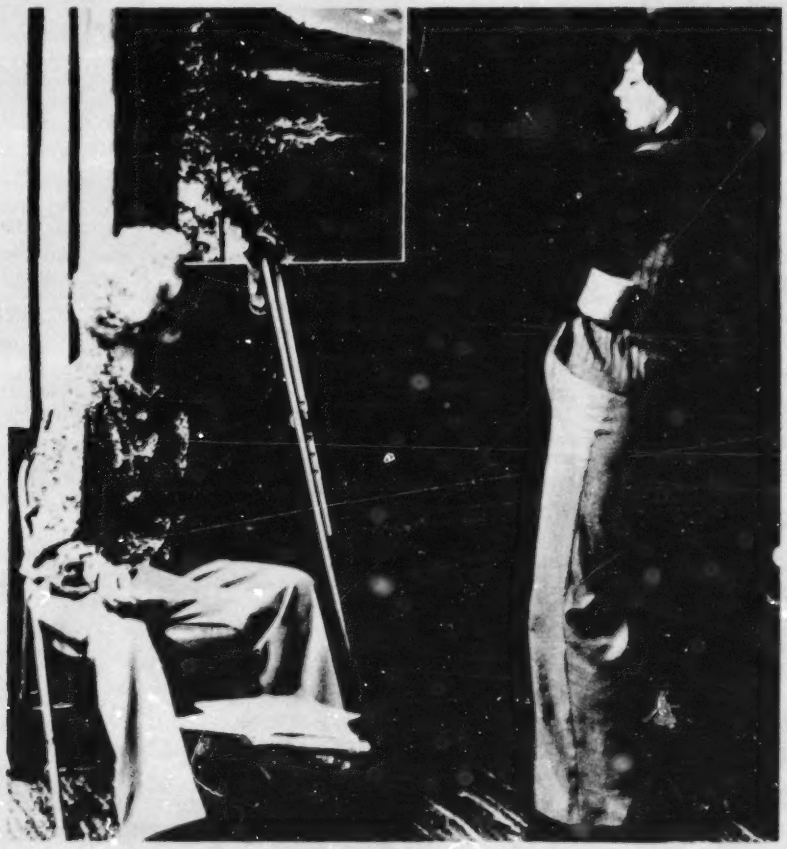
C. Should it be necessary to take on extra gas in transit with campers on board, no campers will be allowed off of bus for restrooms while bus is at gas pumps. Care should be taken to see that no cigarette or/ other igniting materials are used by either staff members or service station personnel in the immediate vicinity of the bus.

Remember,

accidents

can happen

to anyone!



BEST COPY AVAILABLE

General Maintenance Inspection Checklist

CAMP NAME _____ Date _____

Check as O.K. or indicate assigned job card number.

1. Utilities		2. Roads and Parking		4. Maintenance		6. Land Management		7. Program Areas	
Water System		Surface		Trucks		*Lakes and Ponds*		*Waterfront*	
Well casing		Ditches		Tractor		Silt control		Piers	
Well cover		Drainage		Tractor equip.		Aquatic weeds		Floats	
Spring protection		Bridges		Trailers		Dam		Boat dock	
Intake screen		Culverts		Power tools		Spillway		Guard tower	
Pump(s)		Service roads		Hand tools		Control gate		Beach	
Pump motor(s)		Gates		Spare parts				Control fence	
Chlorinator		Barriers		Standby equip.		*Conservation*		Check board	
Filter				Fire equipment		Erosion control		Boats	
Control system				Fire extinguishers		Wildlife mgt.		Oars	
Pipe lines				Camp signs		Stream mgt.		Canoes	
Storage tank		Inspected by:		Volatile liquids		Forest mgt.		Paddles	
Valves		Date:		Storage		Landscaping		Sailboats	
Winter drains				Basic records		Foot trails		Life saving equip.	
		3. Food Handling		Utility maps		Soil conservation		Life preservers	
Sanitation		Tote baskets		Mechanical equip. records		Obnoxious plants			
Sewer lines		Arrangement						*Field sports*	
Septic tanks		Stoves		Vehicle records		Conservatn. equip.		Archery range	
Seepage pits		Refrigeration		Inspected by:				Action archery	
Disposal field		Freezer		Date:		*Public Areas*		Rifle range	
Garbage disposal		Mixer				Picnic area		.22 range	
Grease trap		Ovens		**5. Swimming Pool**		Boundary fence		Rifles and guns	
		Dishwasher		Fence		Lawns		Fishing gear	
Electrical		Sterilization		Walks					
Power lines		Sinks		Pool walls				*Scoutcraft*	
line clearance		Tables/counters		Pool floor				Rope	
Telephone		Dishes		Gutters				Axes	
Telephone lines		Dish storage		Drainage				Bow saws	
Line supports		Utensils		Dressing rooms				Compasses	
		Storage space		Showers				Cooking equipment	
Gas and Oil		Ventilation		Toilets				Craft supplies	
Gas lines		Lighting		Filters				Outpost equipment	
Storage tanks		Garbage		Chlorine equip.				Shovels	
Regulating equ				Cleaning equip.					
Inspected by:		Inspected by:		Inspected by:		Inspected by:		Inspected by:	
Date:		Date:		Date:		Date:		Date:	

Maintenance Inspection Building Checklist

CAMP NAME _____ Date _____

Persons making inspections: _____

Check as O.K. or indicate assigned job card number.

NAME OF BUILDING OR STRUCTURE ⇨																				
Foundation																				
Sills																				
Floors																				
Outside walls																				
Inside walls																				
Doors																				
Windows																				
Screens																				
Roof																				
Steps																				
Chimney																				
Fireplace																				
Wiring																				
Plumbing																				
Fire protection																				
Building																				
Gutters																				
Drainage around bldg.																				
Housekeeping																				

Driver's Daily Report

Camp Allen, Inc.

Date _____

Complete and turn in after each trip.

Vehicle _____ **Mileage** _____

Gas _____ **Gals.** **Oil** _____ **Qts.** **Other** _____

CHECKLIST

____ Fire Extinguisher	____ Water	____ Windshield Wipers
____ Reflectors or Flares	____ Battery	____ Horn
____ First Aid Kit	____ Lights	____ Hand Brake
____ Wheel Shocks	____ Brakes	____ Exhaust System
____ Oil	____ Tires	____ Steering

Remarks—Unsatisfactory items _____

Incident Report—On-road Failure, etc. _____

CAMP HEALTH RECORD

(Individual—at Camp)

DEVELOPED AND APPROVED BY
AMERICAN CAMPING ASSOCIATION and
AMERICAN ACADEMY OF PEDIATRICS

Camp Name _____

CAMPER'S NAME _____ (Last, First, Initial) CABIN OR TENT _____

Name _____ **Age** _____ **Sex** _____

Entrance Date _____ **Departure Date** _____

EXAMINATION	Entrance	Departure	IMPORTANT OBSERVATIONS TO FOLLOW WHILE AT CAMP
	By _____	By _____	
Height			
Weight			
Temperature			
Eyes			
Nose			
Ears			
Throat			
Teeth			
Posture			
Skin			
Feet			

American Camping Association, Bradford Woods, Martinsville, Ind. 46151 FM02 (OVER)

(Copies available from ACA Publications, Bradford Woods, Martinsville, IN 46151)

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The Seven Minute Lesson. American Foundation for the Blind, Inc. N.Y., 1978, 7 min., 16 mm, color. $10.00 rental.
Demonstrates the proper techniques most commonly involved in acting as a sighted guide.

Hands For the Handicapped. 23 min., 16 mm., color. International Rehabilitation Film Review Library. 20 West 40th St., N.Y. 10018, $25.00 rental.*
Demonstrates a number of devices used by a person with Cerebral Palsy.

Moving and Lifting the Disabled Person. 12½ min., 16mm., color. Inter. Rehab. Film Review Library, $25.00 rental.*
Basic introduction to moving and lifting disabled persons. Also includes how to cope in a confined space and raising a person who has fallen.

A Film About People. Indiana Dept. of Mental Health, 16mm.
Describes types of Epilepsy and problems of persons with Epilepsy.

*Always check local chapters to see what films they have available.

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Appendix A—Managerial Sample Budget

Income	
Registration Fee: $50 x 30 participants (Members $50-Nonmembers $60.)	$1,500
Expenses	
Resource Leaders Honorarium (4 x $50)	$ 200
Printing	$ 150
Office Supplies	$ 25
Program Supplies	$ 200
Xerox	$ 25
Phone Calls	$ 50
Postage	$ 50
Facility and Equipment Rental	$ 200
Refreshments/Luncheon	$ 300
Total Expenses	$1,200
Section Net (20%)	$ 300
Total	$1,500

Appendix B—Managerial Workshop Report

Name of Managerial (Food Service; Business and Finance; Site and Facility; and Health) _____

Section _____ Section Leadership Chairperson _____
Signature

Location of Workshop _____ Date of Workshop _____

Workshop Coordinator _____ Fees: (1) ACA Member _____

(2) Non-member _____

Address _____

Participants

	Name	Address: City, State, Zip	ACA Section	Successful Completion Yes	No
1.					
2.					
3.					
4.					
5.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

Instruction: Send one copy to the American Camping Association. Send one copy to the Regional Education Coordinator. Send one copy to the Section Board.

American Camping Association
Bradford Woods
Martinsville, IN 46151-7902
Phone: (317) 342-8456

Please attach the following:

1. Summary of Managerial evaluation.
2. Criteria used for determining satisfactory completion (Assessment of participant competence)
3. List or copies of resources used (A-V materials, books, handouts, promotional materials)
4. Agenda/Schedule
5. Recommendations to improve the managerial

Appendix C—Health Service Managerial

Name _____

Date _____ Location _____

Please respond to the following questions by placing a circle around the appropriate response. Feel free to add comments or recommendations which might clarify your response. Please note that Question 1 contains a series of goal statements, some of which may not have been addressed in the managerial you have attended; if a particular goal was not addressed through presentations or learning activities, indicate this by circling the "N/A" response.

1. How effective was the managerial in meeting its goal of assisting you to develop:
   a. Knowledge of the varying physical and emotional needs of campers and staff.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

   b. Knowledge of and ability to identify (1) resources for securing appropriate federal, state, and local laws, and (2) ACA Standards related to health service.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

   c. Ability to identify/formulate objectives for an on-going comprehensive health program.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

   d. Knowledge of various systems and ability to analyze those systems in terms of the comprehensiveness of the health programs provided.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

   e. Ability to identify/formulate objectives for an on-going comprehensive safety program.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

   f. Knowledge of various systems and ability to analyze those systems in terms of the comprehensiveness of the safety/prevention program.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

2. To what extent was the managerial action-oriented (could you apply what you have learned from this managerial)?
   Minimum Extent 0 1 2 3 4 5 Maximum Extent
   Comments:

3. To what extent was the managerial content appropriate to its stated goals?
   Not Appropriate 0 1 2 3 4 5 Very Appropriate
   Comments:

4. How confident do you feel in your ability to implement the information presented in your camp setting?
   Not Confident 0 1 2 3 4 5 Very Confident
   Comments:

5. To what extent were your own training needs met by the managerial?
   Minimum Extent 0 1 2 3 4 5 Maximum Extent
   Comments:

6. What were the most important strengths of this managerial?

7. Are there any content areas which should have been added?
8. Are there any content areas which could have been omitted?
9. Please list any general comments or suggestions for improving this managerial: